

Looram & Associates

Consultants to Management Since 1971

634 West End Ave. Suite 4
New York NY 10024
looram@looram.com
www.looram.com
917 533 8285

CONTRACT PRICE LIST

REVISED 4-10-12

Prices Shown Herein are Net (discount deducted)

GENERAL SERVICES ADMINISTRATION

Federal Supply Service

Authorized Federal Supply Schedule Price List

On-line access to contract ordering information, terms and conditions, up to date pricing, and the option to create an electronic delivery order are available through GSA Advantage!, a menu-driven database system. The INTERNET address GSA Advantage! IS GSAAAdvantage.gov.

Schedule Title: 874 MOBIS – Training Aids and Devices, Instructor – led Training; Course Development; Test Administration – Programmed learning devices.

Standard Industrial Code: 611430 Management Development Training

Contract Number: GS-02F-0003U

For more information on ordering from Federal Supply Schedules click on the FSS Schedules button at fss.gsa.gov.

Contract Period: October 10, 2007 through October 8, 2012

Contractor's Contact Information:

James Looram, 634 West End Ave #4, New York, NY 10024, 917 533 8285
Email: looram@looram.com
Phone: 917 533 8285
Fax: 212 579 6059

Contractor's Internet Address: www.looram.com

Business Size: Small Business

CUSTOMER INFORMATION

1a. Table of awarded special item numbers:

FSC S611430 SIN #874-4 Instructor Led Training & Web Based Training

Looram & Associates is offering GSA basic discount of **10%**

1b. Lowest Unit Price: \$3150 (represents a 10% basic discount)

1c. Not Applicable

2. Maximum Order: \$1,000,000.00

3. Minimum Order: \$100.00

4. Geographic Coverage: Worldwide

5. Points of production: New York, NY

6. Discount from statement of net price: None. Looram & Associates is offering GSA basic 5% already reflected in net price.

7. Quantity Discounts. GSA will receive an additional **10% volume discount** for aggregate orders from one customer in one year of \$100,000.

8. Prompt payment terms: .05% for all payments made within 15 days of approved invoices.

9a. Government purchase cards are accepted below the micro threshold of \$3,000.

9b. Government purchase cards are not accepted above the micro threshold of \$3,000.

10. Foreign items: None

11a. Time of delivery: Not applicable.

11b. Expedited delivery: Not applicable.

11c Overnight delivery: Not applicable.

11d. Urgent Requirements: Not applicable.

12: F.O.B: Destination.

13a. Ordering Address:

James Looram,
634 West End Ave #4
New York, NY 10024,
917 533 8285, looram@looram.com

13b:Ordering procedures: email or telephone.

14. Payment address: Same as above.

15.Warranty provisions: Not Applicable

16. Export packing charges: Not Applicable

17. Terms and Conditions of Government purchase card acceptance above the micro-level: Additional 2% charge

18 through 24b: Not Applicable.

25: DUNS number: 112795609

26: CCR Registration: Registered in data base: CAGE # 3ET51

THE LOORAM LEADERSHIP IN GOVERNMENT SEMINAR

1. Length of Course: Nine days
2. Total Price of Course: \$28,350.
3. Purchase options: One or more of the nine days may be ordered at the prorated price of **\$3150/day**.
4. Maximum Number of Students 30
5. Minimum Number of Students 12
6. Price per Each Additional Participant in Excess of Minimum: \$100

DAY 1: IS SUPERVISION FOR ME?

This seminar has multiple dramatic benefits for individuals attending, for those they may ultimately supervise and the organization in general. Participants learn more about what supervision is and whether they are suited for it. In the morning we explore the roles and duties of supervisors and include interviews from supervisors that have been in the job for a year: likes, dislikes, surprises. We establish the organization's expectations and offer multiple avenues for developing supervisory skills. In the afternoon we provide a variety of assessment tools to assist participants in determining whether they are a good fit for the task. Perhaps most importantly we create an appreciation on the part of employees of how complex and demanding the task of supervision really is.

We conduct a pre and post-test. Participants provide a numerical rating describing their interest in supervision at the beginning of the seminar and again at the end. Typically over half the participants have either increased or decreased their interest in supervision by the end of the day. The seminar is important in both encouraging the right people to become supervisors and discouraging those who do not feel suited. Seminar content:

THE DISTINCT SKILLS NEEDED FOR SUPERVISION

- One on one relationship / leadership / communication skills needed to motivate individual employees.
- Team building skills needed to build a well coordinated team.
- Mediation / communication skills needed to respond to both senior management and subordinate expectations.
- Cooperation / coordination skills needed to be effective on your manager's team.
- Networking skills needed to bring information and resources back to your team
- Time management, meeting management, goal setting and priority setting skills needed to make the maximum use of the resources of your team.

SURVEY AND INTERVIEW DATA FROM INDIVIDUALS WHO HAVE COMPLETED THEIR FIRST YEAR AS A SUPERVISOR

- The rewards of supervision.

- The challenges of supervision.
- The surprises that they wish they had known about at the beginning.

SELF ASSESSMENT TOOLS

- The particular skills talents and interests of the participants:
- Identification of each individuals talents
- Identification of each individuals career anchors

The individual benefits in that they are better able to make an informed decision regarding a supervisory path. Existing supervisors benefit in that participants more fully appreciate the challenge and complexity the role. Other employees benefit in that those participants who move on to supervision have made an informed decision and are better prepared for the task. The organization benefits in that it creates an informed professional management cadre.

DAY 2 and 3: INDIVIDUAL LEADERSHIP

OVERVIEW

A leader must spend the time to become thoroughly acquainted with each individual's unique set of values, talents and needs. This is a reiterative process which builds a relationship with that person over time. The first part of this module provides participants with the soft skills to better understand each person as a unique entity. As this relationship develops so does the leaders ability to become more influential with this person. The second part of this module provides participants with specific hard leadership tools to maintain an effective dialogue, provide feedback, and select the leadership style appropriate for the individual and the task at hand. Key concepts in this module are described below.

MOTIVATING INDIVIDUALS

- Value clarification: understanding own values and how they shape attitudes
- Recognition of diverse values, attitudes and needs in the workplace
- Identification of the need to draw on the unique talents of each individual
- Acknowledging the diverse career needs found in the workplace
- Meeting the leadership challenge of maintaining consistency and fairness while acknowledging the variety of motives found in the workplace.

MAINTAINING A DIALOGUE

- The preconditions for dialogue
- Active Listening: the ultimate leadership skill
- Finding the common ground

PROVIDING FEEDBACK

- Elements of effective feedback
- Understanding the need to address behaviors not perceived attitudes
- Distinguishing between criticism and feedback

SELECTING A LEADERSHIP STYLE

- Methods for identifying the level of maturity of subordinates based on their ability and willingness to perform assigned tasks
- Understanding and choosing the appropriate leadership style
- Knowing when to shift styles
- Understanding your own preferred leadership style

ADDITIONAL CONCEPTS THAT MAY BE INCLUDED IN THIS MODULE

- The difference between leadership and management
- Coping with difficult people
- Integrity and trust
- Fairness
- Conflict management.

SPECIAL FEATURE

"Dialogue: Now You are Talking" A four part video series that teaches the principles of dialogue across culture, gender and age differences. Produced by Quality Media Resources, The Respectful Workplace Company

MEASUREMENT TOOLS APPLICABLE TO THIS INSTRUCTION

- Hersey & Blanchard Situational Leadership
- Rocheach Value Survey
- Marcus Buckingham's Talent Inventory
- Edgar Schein's Career Anchors
- Thomas Kilman Conflict Styles Instrument

TEXTS FROM WHICH MATERIAL WILL BE DRAWN

- Situational Leadership, by Hersey and Blanchard
- Now, Discover Your Strengths, by Buckingham

AT THE COMPLETION OF THIS MODULE PARTICIPANTS WILL BE ABLE TO DEMONSTRATE THE FOLLOWING SKILLS

- Actively listens to what a person is saying: Is attentive to the words, the non-verbals and the emotional content of the message
- Shows respect and concern for people as individuals
- Takes the time to understand the person in order to motivate them
- Communicates ideas and expectations clearly
- Provides sufficient recognition and rewards when performance is excellent
- Provides timely and effective feedback when performance is poor
- Encourages and accepts constructive criticism
- Effectively assesses other's ability and willingness to perform tasks
- Does not hesitate to provide clear direction and close supervision when needed

- Provides coaching and assistance when needed
- Is able to sell his / her ideas to others
- Delegates decisions to others as appropriate

CONCLUSION

There is a soft and a hard side to leading individuals. Common to all cultures is the need to be recognized, heard and respected. I must know you, accept you and care about you before you will be willing to follow me. Then I must have the hard skills to communicate, provide feedback and choose an appropriate style of leadership.

DAY 4 and 5: TEAM LEADERSHIP

OVERVIEW

This is the in house version of our national public seminar sponsored by American Management Association that we have been delivering to attendees from Fortune 500 companies for fifteen years. It identifies processes that must in place for teams to be effective. The seminar provides participants with the structure to create commonly understood and accepted procedures. And establishes clear expectations for individuals to be effective as team members. This is a highly interactive workshop in which participants are placed in teams and those teams are given tasks that elicit the team processes being discussed. Teams evaluate their own effectiveness and make appropriate corrections.

CREATING A TEAM CHARTER

- Establishes the need for a written mutually agreed upon set of team processes.
- Defines the elements of a team charter
- Provides case study examples of a variety of team charters
- Offers methods to evaluate and revise a team charter on an ongoing basis

COMMUNICATION

- Establishes criteria for effective interpersonal and team communication.
- Identifies the barriers to communication, and offers procedures to correct communication breakdowns.
- Offers a menu of communication options available to teams.
- Provides a method for teams to establish what has to be communicated, to whom, in what formats, with what frequency.

EXERCISING DECISION MAKING OPTIONS

- Establishes criteria for healthy decision making on teams.
- Provides a menu of consensus decision-making options available to teams, discusses the advantages of each.
- Establishes a procedure for coming to consensus on the decision making process to be used prior to the discussion of the content.

DEFINING TEAM ROLES

- Offers procedures for coming to an understanding of each team member's role on a team.
- Establishes each individual's role in making decisions, and defines the actions that each team member is expected to take and the actions they are expected not to take.
- Provides a method to establish very clear behavioral expectations of every team member
- Establishes an equally agreed upon procedure to hold individual team members accountable to the team for the performance of those roles

TEAM MEMBER LEADERSHIP SKILLS

- Leadership on high performing teams is shared.
- It shifts depending upon the issue being addresses.
- Leadership tends to go to those who meet the team's needs.
- This instruction identifies the variety of behaviors that make for effective team leadership, and distinguishes leadership from dominance.

ADDITIONAL CONCEPTS THAT MAY BE INCLUDED IN THIS MODULE

When to use teams. Team size. Team membership. Self directed teams. Meeting management. Managing conflict among members. Inter-group conflict. Individual team member effectiveness.

SPECIAL FEATURE

At the completion of this module each participant is given individual feedback concerning his or her individual style as a team member.

MEASUREMENT TOOLS APPLICABLE TO THIS INSTRUCTION

- Team Effectiveness: Task and Maintenance Styles, Bales
- Kiersey Sorter: Problem Solving / Communication Styles

AT THE COMPLETION OF THIS MODULE PARTICIPANTS WILL BE ABLE TO DEMONSTRATE THE FOLLOWING SKILLS

- Conducts meetings effectively
- Makes timely individual decisions where appropriate and involves team members in the decision making process where appropriate
- Insures team members understand their roles and responsibilities
- Insures team efforts are properly coordinated
- Encourages and open and candid discussion of critical areas affecting the team before making a decision
- Builds commitment through participation
- Insures that all views are heard and considered during team discussions
- Copes effectively with disruptive team members
- Knows when to lead. Follow, or get out of the way during group activities

- Encourages a candid and open discussion of the group's process
- Takes responsibility for decisions once they have been made

CONCLUSION

There are two critical aspects to leading teams. First the leader must put all the procedures in place to insure team members coordinate their actions smoothly and without friction. These procedures take the form of a written explicit mutually agreed upon team charter or by laws. Second the leader must have the requisite team communication skills, that are different from one on one skills and encourage the development of those skills in others.

DAY 6 and 7: ORGANIZATION LEADERSHIP

OVERVIEW

It is critical for participants to understand that effective organizational leadership within a complex organization comes from networks of stakeholders located throughout the organization and not necessarily from the top. This module focuses participants on the leadership tools that can be used within their circle of influence to create change at their level. They develop an actual vision, not from the top but within an arena that they can impact. They identify the stakeholders needed to accomplish that vision which includes networks, senior sponsorship and those able to develop pilot programs. They use the principles of organization change to launch the effort and understand how to use the levers of organization culture to sustain the change.

ESTABLISHING A VISION

- Identifies the key elements of an effective vision at any level
- Provides examples of effective mid level visions that have led effective organization change efforts
- Participants create visions for their own circle of influence and participants vote with their feet by joining those who have articulated a vision that has met the criteria described above

DEVELOPING THE NETWORK

- Understand the importance of stakeholders: the higher one moves through an organizational structure the less total control one has. This explores the use of stakeholders within a structure to assist in the leadership process and enhance the ability to effectively manage change
- Understand how to identify key stakeholders in an organization for a specific change effort
- Understand the methods available communicate with and influence key stakeholders and stakeholder groups
- Participants develop a recruiting plan for their vision based on the above principles

LEADING CHANGE

- Identifies what needs to be communicated
- Explores methods of communication
- Establishes the importance of creating early successes
- Coping with high level resistors

ASSESSING THE CULTURE

- Identification of the key elements of organization culture
- Identifying strengths and weakness of a particular culture, given the environment in which it operates
- Identifying the cultural barriers to change
- Developing an action plan for cultural change

SPECIAL FEATURE

This module begins with a very dynamic exercise that involves all participants and creates within a short period of time a dysfunctional organization: hierarchies, filtered communication, independent power bases, and a general breakdown in effectiveness. This exercise is designed to create an awareness of the problems inherent in any organizational structure and solutions to each problem. This is the same exercise, developed by Loomam & Associates that has become part of the required course of instruction for all cadets at the United States Military Academy. Most of the instructional content of the course is related back to this opening exercise. In addition case studies from actual Loomam & Associates clients will be used to demonstrate fundamental principles

MEASUREMENT TOOLS APPLICABLE TO THIS INSTRUCTION

Constructing an Organization Culture Profile by Cameron & Quinn

TEXTS FROM WHICH MATERIALS WILL BE

- The 8th Habit, by Steven Covey
- Diagnosing and Changing Organization Culture by Cameron & Quinn
- Leading Change by Kotter

AT THE COMPLETION OF THIS MODULE PARTICIPANTS WILL BE ABLE TO DEMONSTRATE THE FOLLOWING SKILLS

- Identifies the elements of an effective vision and provides examples.
- Effectively establishes and articulates a vision for his / her sphere of influence which focuses resources and energy
- Leads with personal enthusiasm and commitment
- Maintains the larger systemic view of a complex organization.
- Understands how to obtain commitment from stakeholders in and outside the organization

- Maintains sufficient flexibility and adaptability to shift priorities as appropriate
- Actively takes steps to insure that the culture and climate of the organization remains healthy

CONCLUSION

Effective long-term change occurs when a small number of individuals develop a vision within their circle of influence: recruit the right stakeholders; manage the change process over time and address whatever cultural issues need to be changed. This module provides them with tools to initiate a change effort or participate in a team involved in a change effort.

DAY 8 and 9: YOUR ESSENTIAL SELF

INTRODUCTION

Fully half of a leader's competency derives from his or her own self-awareness. The final two days of the program invite the participant into a personal self-inventory of values and priorities. We begin with the following questions: What brings you Joy? What are your talents? What is important to you? When you have found a focus in your life that brings you joy (not necessarily pleasure) draws on your innate talents (not necessarily your abilities), and is important to you, given your values (not necessarily your parents' values) then you have found your answer. This is your Essential Self, your Destiny, your Mission, your Purpose, your Calling. It is the unique and honest expression of your essential self. You have found your point of balance. You have found the sweet spot in life.

OUTCOMES

Make maximum use of your talents.
 Do what you were meant to be doing.
 Balance priorities among work, family and self.
 Integrate passion, life's work, self and loved ones.
 Balance the internal demands of body, mind and spirit.
 Place your time and energy into what is truly important.
 Be truly honest with yourself about what is really important.
 Establish a vision for your work - your relationships - your life.

Those who have found a path with a heart have achieved the outcomes listed above. They have truly aligned their enthusiasm with their energy. Many of us have become a bit misaligned. We have lost our sense of purpose and enthusiasm. We have been assisting others like you in finding their own unique Essential Self for more than ten years.

DESCRIPTION

Finding your essential self focuses your energies on what truly excites and enthuses you. Discover the activities in which you readily lose yourself; the activities which bring you joy and which you consider to be truly meaningful, given your particular values. These activities may involve a particular aspect of your work such as developing market plans or building teams or mentoring others. It may involve non work activities such as coaching little league teams, or being a community leader, or developing a relationship with a daughter. It may well be an avocation that truly captures your enthusiasms such as golf, or gardening or any number of other hobbies. Whatever the activity, the key is to follow your true enthusiasms. When you align your energy with your essence magic happens.

The first and only challenge then to is to find out what truly brings you joy - not what should bring you joy. Without a commitment that truly comes from our souls - our inner knowingness - none of us are likely to focus ourselves with the sustained intensity required for both peak performance and fulfillment.

This clarity of focus on what is truly important brings great energy to bear on all the other aspects of our life. The manager who focuses time on truly developing a relationship with a daughter finds that it then becomes easy to focus on work demands because there is no longer the distraction of an unhealthy relationship at home. Conversely the manager who finds the appropriate niche at

BACKGROUND

Originally sponsored by the Ford Foundation, this half day in-house workshop is a compilation of the principal concepts taught in our week long public seminar conducted by our faculty for ten years in California and Florida. Organizations such as Sprint, Amway, MCI, and Xerox have been sending managers to this seminar on a continual basis. Eighty percent of our attendees came from participant referrals. The book entitled "Your Essential Self" by James Looram PhD captures the content of this workshop and is available in bookstores.

PURCHASE OPTIONS

Purchasers may contract for the entire nine-day program or any combination of separate days.